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August 1969

To: Montana School Administrators

Living in the atomic age vastly increases perils in a world where military nuclear power is precariously balanced. Use of atomic weapons would require a supreme effort to save the maximum number of people. Planning now should help increase the number realized by this effort.

Every Montana resident should recognize the potential hazards that prevail in man-made or natural disaster. Each should learn through preparedness training courses to protect himself or his family. Emergency training which covers nuclear and natural disasters is offered throughout Montana by the Montana Cooperative Extension Service of Montana State University at Bozeman.

Schools will be the center of survival efforts if disaster hits. The Montana School Disaster Plan is being distributed to all school administrators. It is a guide for your planning for disaster and training for your school. Whether it works depends on you. There is time to plan now. Enlist your entire staff to carry through.

It is my desire that officials of Montana schools recognize their responsibility for civil defense. I urge you to start now and remain vigilant. Preparedness is the payment, made to ourselves, for being in the atomic age.

Sincerely yours,

Forrest H. Anderson
Governor

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FORWARD

No one pays for any type of insurance because they want to collect on it. The same is true of the 'insurance' provided for a family, school or community by Civil Defense disaster planning.

The investment in setting up and carrying out a comprehensive program is the payment for the protection which preparedness provides.

Like insurance premiums, disaster work may seem like a burden. It may seem improbable there will be any need to collect. Yet every year natural and man-caused disasters take a toll of millions of dollars, hundreds of lives and thousands of crippling injuries.

The threat of nuclear disaster is remote, but it increases responsibilities of schools to children, families, the community and to humanity.

This Montana School Disaster Plan actually is a guide to help you provide protection for your school. Only you, and your staff, can be responsible for setting up and carrying out a preparedness program.

This plan or guide is submitted with suggestions, information and sample forms to make your job easier and more effective.

Roy Linn, Specialist
Extension Civil Defense Education

ACKNOWLEDGEMENTS

REFERENCE MATERIAL

"A Guide For Preparing Emergency Plans For Schools", Colorado Department Of Education.

"A Guide: Civil Defense In Florida Schools", Florida Department of Education.

"School Disaster Plan", Maryland.

"Minnesota School Disaster Planning Guide", Minnesota Department of Education.

"A Guide For Preparing A School Emergency Disaster Plan", Missouri State Department of Education.

"Civil Defense For Washington Schools", Washington State Superintendent of Public Instruction.

COOPERATING AGENCIES

Forrest H. Anderson, Governor, State Capitol Building, Helena, Montana.

Montana Civil Defense Office, State Arsenal Building, Helena, Montana.

Superintendent, Montana Department of Public Instruction, State Capitol Building, Helena, Montana.

Office of Civil Defense -- Region Eight, Bothell, Washington.

Cooperative Extension Service (Information), Montana State University, Bozeman, Montana.

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SCHOOL PERSONNEL RESPONSIBILITIES IN CASE OF DISASTERS

Full awareness of individual responsibilities, realization of the seriousness of the problem and administrative guidance are necessary for a successful school disaster preparedness program.

There may be a natural tendency to begin with tremendous enthusiasm, then lose interest and allow the program to lag. You can combat this by giving teachers and students full information on the effects of nuclear weapons and natural disasters. They also should be told about new civil defense developments and be given tasks to perform and tests to carry out.

The same responsibilites will not apply to all school systems or under all conditions. Their application will depend, for example, on the geographical relation of the school to a probable or possible target area in considering fallout, shelter, evacuation, reception or support.

MONTANA STATE UNIVERSITY

Two Cooperative Extension Service Civil Defense Education Specialists are responsible for interpreting civil defense needs to the schools and advising school officials. They are in constant touch with the State Civil Defense agency. The specialists' duties include:

1. Advise school administrators of new developments.

2. Explain to school administrators the main civil defense phases, including the warning and communications systems, shelter and evacuation policies, legislation and education and training facilities.

3. Develop a system for evaluating progress of the State program in terms of three major goals.

    a. A workable protection program in all schools.
    b. Integrate civil defense education into the curriculum.
    c. Community protection.

LOCAL BOARD OF EDUCATION

The board of education should:

1. Issue a clear policy statement regarding school-community co-ordination in civil defense matters.

2. Obtain competent legal advice concerning the status of school personnel and property in time of emergency and during drills.

3. Participate in planning or reviewing school disaster plans.

4. Name one or more board of education members to the school disaster advisory board.

5. Pass a civil defense responsibility resolution to cover a nuclear attack and post attack period. (Refer to sample resolution on page 34.)

SUPERINTENDENT OF SCHOOLS

The superintendent of schools should:

1. Make recommendations to the board of education and obtain need of policy statements.

2. Initiate a disaster preparedness program in the school system and insure coordination with programs of your schools.

3. Assign staff members to assume responsibilities if a disaster should strike. (Refer to assignment chart on page 10.)

4. Organize needed curriculum planning and schedule in-service training for staff personnel.

5. Coordinate school disaster plans with the community shelter and local civil defense plans.

6. Review progress with board of education, and disaster plan coordinator to include all possible ways to save life.

PRINCIPAL

The school principal, with the civil defense coordinator, or as him, should:

1. Learn responsibilities for organizing the disaster planning program in his school and put it into effect.

2. Supervise planning of a school disaster program coordinated with the superintendents office and other community schools.

3. Meet with other members of the school's disaster advisory board.

4. The school system Civil Defense or disaster coordinator should

review plans for his building with the community civil defense director.

5. Delegate civil defense responsibilities to staff personnel, with regard to competance and normal service functions.

6. Supervise the use of civil defense materials and concepts in classroom instruction.

7. Provide leadership for teachers obtaining needed in-service training.

8. Request needed civil defense supplies and equipment.

9. Keep the superintendent informed regarding his school disaster plans.

10. Inform parents concerning the school civil defense programs.

11. Provide leadership in testing the school's disaster preparedness plans, evaluating their adequacy and making needed revisions.

TEACHERS

1. Participate in making school disaster plans.

2. Become informed about new developments related to emergencies and disasters resulting from natural causes or enemy attack.

3. Participate in faculty studies leading to adaptations or revisions of curriculum and instructional programs to best meet the needs of disaster preparedness.

4. Provide instruction and practice in disaster preparedness and survival techniques.

5. Integrate recent, pertinent civil defense data into regular classroom instruction.

6. Include safety practices and emergency procedures in daily learning activities.

7. Instruct children so they develop confidence in their ability to take care of themselves and help others.

8. Be prepared to provide activities and leadership for children in enforced confinement.

9. Become familiar with the psychological basis for working with

children under the stress of emergency situations.

10. Become familiar with at least minimum first aid procedures.

11. Maintain good housekeeping practices to reduce hazards.

12. Maintain records of vital data on all children and keep safe and readily available.

13. Help children interpret disaster preparedness plans to parents.

NON-TEACHING PERSONNEL

Non-teaching personnel includes nurses, supervisors, guidance workers, librarians, custodians, secretaries, bus drivers and cafeteria personnel. All staff members, regardless of regular duties, should know what to do in time of disaster and accept civil defense responsibility as an essential part of their jobs.

NURSES

Nurses should know effects on the human body of nuclear, biological and chemical attacks. While all personnel are expected to be trained in first aid, the school nurse will have additional knowledge because of her special experience and training. In schools where a nurse is not on duty at all times, competant persons can be trained to take charge in emergencies.

The school nurse should:

1. Render first aid, treat casualties and prepare patients for transportation to hospitals.

2. Supervise and train first-aid teams, stretcher bearers and home nurses.

3. Advise students and teachers on emergency health and sanitation measures.

4. Coordinate school health service plans with those of the community.

5. Provide for care of the physically handicapped.

6. Plan for the use of school facilities as centers for mass care, housing, hospitalization or rehabilitation.

Superivsors, guidance workers, librarians, office personnel and others can be assigned to perform specific tasks in case of emergency.

Cafeteria managers and cooks should maintain an adequate supply of food and water for emergency use, and be prepared for feeding services under attack conditions. If the school does not have a cook, others must be trained to assume this responsibility.

CUSTODIANS, JANITORS, AND MAINTENANCE PERSONNEL

Custodians, janitors and maintenance personnel perform the following duties:

1. Inspect utilities for structural safety and report defects.

2. Chart shutoff valves and switches for gas, oil, water and electricity. Post charts so that other personnel may use them in an emergency.

3. Provide for cutoff and drainage of hot water and steam lines in shelter areas during emergencies.

4. Provide for emergency operation of ventilating systems.

5. Post location of all protective equipment.

6. Teach school personnel to use fire extinguishers.

7. Inspect building following disaster and report damage to principal or coordinator.

8. Make emergency repairs to building services.

BUS DRIVERS

Bus drivers should be selected with care and trained to:

1. Render first aid.

2. Know various routes by which students could reach home, shelter or evacuation assembly points in case of disaster.

3. Know emergency precautions that need to be taken during school hours or while students are in route to school or home.

4. Keep vehicles serviced and ready to transport evacuees at a moment's notice.

5. Understand the fundamentals of primitive living in rural areas, and be prepared to care for students for a period of at least 24 hours following evacuation.

STUDENTS

Integration of civil defense education into the elementary school curriculum will help prepare pupils to accept responsibility for civil defense when they reach high school age.

Elementary pupils can take part in shelter and evacuation drills and learn to protect themselves under emergency conditions. They should develop confidence in the effectiveness of school civil defense and in their own ability to take care of themselves.

High school students can take more active part in school disaster preparedness programs. Teenage boys and girls adapt well to emergency conditions, and fit readily into a variety of jobs. Many civil defense tasks can be performed by properly trained students.

Following are some civil defense duties for which high school students can volunteer:

1. Help care for and entertain younger children.

2. Assist the physically handicapped.

3. Act as messengers.

4. Perform auxiliary duties such as fire wardens, room wardens, first-aiders, stretcher bearers, home nurses, loading zone monitors and reception area guides.

5. Perform clerical duties.

6. Operate amateur radio or school telephone switchboard.

7. Assist in serving meals or on a cleanup detail following mass feeding.

8. Serve as parking lot attendants at reception areas.

DEVELOPING A SCHOOL DISASTER PLAN

"For a considerable portion of each school day students are assembled in school buildings under the direction of instructional personnel. If a sudden disaster should strike, the school might find itself responsible for their care, welfare and continued survival longer than the normal school day. The school should be prepared to cope with potential catastophies such as tornadoes, blizzards, floods, earthquakes, fires, explosions, nuclear warfare or accidental nuclear explosion.

By law, the local board of education exists to organize and manage the local schools and provide for the education, safety, health and general welfare of the pupils. The disaster plan, developed by school personnel, must have approval of the board of education." A resolution of the board of education will give the school superintendent authority needed to develop a school disaster readiness program.

The development of a school emergency program can be divided into 10 well defined steps:

I. ORGANIZATION

A. The "School Disaster Organization" and responsibility plan may be developed, use outline on page 10.

B. The superintendent should appoint a school disaster coordinator, and assign responsibilities for developing the school disaster plan.

C. Schools with shelters should have a staff with proper training. No single shelter area will meet the needs of the school population for all types of disasters. In case of fire, it would be safer to be outside the building. In case of tornado or fallout, it would be safer inside the building. There will always be an area that will offer greater protection than other areas for each type of emergency.

D. Each member of the staff should know his responsibility and have sufficient training to fulfill them. (In-service training)

E. The superintendent should appoint a school disaster committee. The legal authority for civil defense rests in the hand of local government so a representative should be on the disaster committee. Members may include a local government official (mayor, county commissioner or civil defense director), P.T.A. member, school board member, teacher and other agency representatives.

Many government agencies have assigned responsibilites to all types of emergencies. The following U.S.D.A. agencies could provide much assistance as a member of your disaster committee. Nationally there

are 3000 county defense boards made up of U.S.D.A. officials.

1. A.S.C.S.

   The Agricultural Stabilization and Conservation Service is food production. This emergency authority covers crops, livestock and poultry including distribution to where needed.

2. C.E.S.

   The Cooperative Extension Service is readily adapted to defense preparedness. It is represented on state and county U.S.D.A. defense boards, and the entire Extension Service would become a part of these boards under a nuclear or national emergency.

3. S.C.S.

   The Soil Conservation Service would direct the use and conservation of resources for food production following an enemy attack.

4. F.H.A.

   All Farmers Home Administration resources would be used to support a food program in a defense emergency.

5. A.R.S.

   The Agricultural Research Service responsibilites would include programs to protect animals, crops and plants for wartime hazards including biological and chemical warfare.

6. F.S.

   U. S. Forest Service facilities, skills and experience back responsibilities for rural fire control and spearheading fire fighting groups.

7. C.M.S.

   The Consumer and Marketing Service is responsible for emergency food management. A.S.C.S. has county level responsibilities for food management. C.M.S. is responsibile for the processing, storage and distribution of food through the existing food industry when possible, advance planning, meat and poultry inspection and radiological monitoring of food.

8. S.R.S.

   Statistical Reporting Service is responsible for collecting agricultural and agri-business production, price, supply, employment and other data.

F. Assignments

In making assignments, attention should be given to:

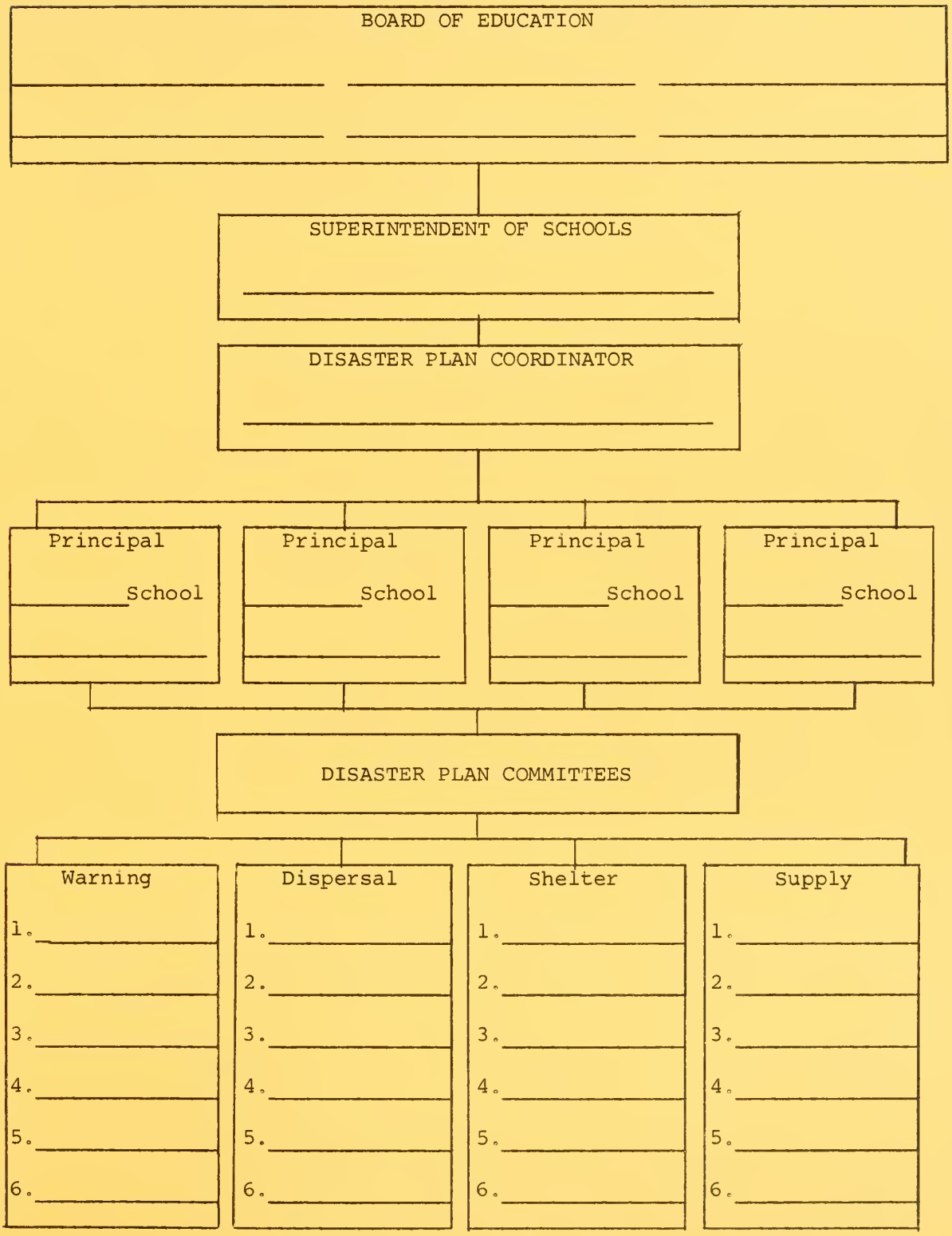
1. Assignments should be definite, concise, clearly understood and as detailed as required.

2. Several persons should be assigned each duty with order of succession designated, to assure that in a crisis all positions will be filled.

3. Authorization should be provided to carry out assignments without further instruction if communications are broken.

4. Those given assignments should be competent, properly trained, possess required skills and be emotionally prepared to carry out the assignment.

Assignments of School Personnel



Approved by: _____

Supt. of Schools Date

II. PLANNING INVENTORY FOR SCHOOL DISASTER PLAN

Preparation and planning will require knowledge of physical plant, the best protected areas, school population, means of travel, etc. The following inventory sheet provides a planning outline.

A. Physical Plant:

_____ School is located at _____.
The National Fallout Shelter Survey determined that there are _____ approved shelter spaces. Civil Defense survival supplies for _____ people are stored at the school.

B. Population:

1. _____ Students:

   a. _____ Walking students (students less than 25 minutes walking time from home).
   b. _____ Bus students

2. _____ Professional staff

3. _____ Non-professional staff

4. _____ TOTAL POPULATION

C. Transportation:

1. _____ Buses used to transport students:

   a. _____ District owned busses _____ Capacity
   b. _____ Contract buses _____ Capacity
   c. _____ Time required to complete transport operation

2. _____ Buses available immediately _____ Capacity

3. _____ Cars _____ Capacity

D. Protective areas other than those designated by National Fallout Survey. (This will include those areas where temporary shelter from blast, thermal radiation, light flash and flying glass may be obtained.)

	Area	Capacity	Room Assignment
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

E. Average inventory and location of stored supplies other than Civil Defense supplies:

1. Food _____

2. Water - Includes trapped water, such as, water heaters _____
_____

3. Medical _____

4. Sanitary _____

F. Shelter Areas:

1. _____ Areas designated by National Fallout Shelter Survey

2. _____ Capacity of shelters

G. List Other:

III. WARNING AND COMMUNICATION

A. The plan to receive warning messages should be the same for all schools in the city.

B. By virtue of his position, the sheriff has the responsibility of warning all the people in his county. The school administrator must make sure to receive all warning messages. The sheriff and school administrator must develop a plan and coordinate it with local civil defense warning signal systems.

C. Schools should consider obtaining emergency communication equipment. Telephone lines are crowded during emergency conditions, and should be relied on only as a secondary source.

D. Alerting school occupants:

1. A signal seperate from the fire alarm is recommended. If the fire alarm is used, make certain everyone understands the difference in signals.

2. Communication between non-connected buildings is recommended. (An intercom system is good.)

3. An auxiliary system for messages would be advisable if power failure should occur and for communication within sheltered area.

IV. DISASTER PLANS

A. TORNADO OR SEVERE WEATHER

1. Watch (certain conditions may spawn a severe storm)

   a. Tornado and/or severe weather watches are issued by the U. S. Weather Bureau.

   b. If a watch has been issued, keep emergency receiver near or tune in local radio station.

   c. The school should assign watchers with communication gear.

      (1) This is a big responsibility and students should not be used.

      (2) Adults

         (a) administration
         (b) teachers
         (c) responsible lay help

   d. Tornado watch messages will be received through state warning system.

   e. If at dismissal time the sky is threatening (possibly no warning has been issued yet, but clouds are dark, ceiling different levels, seems evident something may happen), the students should be kept at school until the "threatening" period is over.

2. Warning

   a. A tornado or severe weather has been observed.

   b. Keep emergency receiver or monitor position or switch AM radio receiver on.

   c. Proper precautionary measures must be taken immediately, and if school seems to be close to path of tornado, the students must be taken to the safest place in the building if school is in session.

   d. If the students are on buses, buses should drive at right angles away from the tornado. If the tornado is about to strike, the children should be unloaded in a protected area if possible. Bus windows opposite approaching storm should be lowered.

3. No Warning

   a. Students should get under anything that will give them some protection.

   b. Students should jump away from open doorways and windows and take a protected position.

   c. Students on buses should lower windows opposite approaching storm and take a protected position on the floor of the bus.

B. FLOODS

Main river basins and lowlands are subject to floods. Except for flash floods, floods usually can be forecast sufficiently in advance to allow for emergency action to take place before flood waters reach an area.

A few considerations may be considered in a limited plan, depending on each school location.

1. Follow the instruction and advice of your local government.

2. Apply for and have on hand a supply of sandbags to be filled if needed. These are available through county commissioners or the state Civil Defense office.

3. Prepare now so you can leave immediately if advised to evacuate.

4. Plan evacuation routes so as not to subject school buses to flooding conditions.

5. Plan with parents of children who may not get home, to assure parents pupils are in a safe place.

6. Your county extension agent could assist in flood planning including mop-up operations.

C. SNOW OR BLIZZARDS

A blizzard carries the combined effects and hazards of extremely cold weather, strong winds and blinding snow. The major dangers which result from blizzards are the intense cold weather and the breakdown of transportation due to poor visibility, drifting snow and icy roads.

1. Keep posted on weather conditions.

2. Understand terms commonly used in weather forecasts.

   a. Blizzard warning means considerable snow, winds of 35 miles an hour or more and a temperature of 20 degrees or lower.

   b. "Severe" Blizzard warning means heavy snowfall, 45 mile an hour winds and a temperature of 10 degrees or lower.

   c. Freezing rain or freezing drizzle is rain or drizzle occurring when surface temperatures are below freezing. The moisture falls in liquid form but freezes upon impact, resulting in a coating of ice or glaze on all exposed objects. The occurence of freezing rain or drizzle is often called an ice storm when a substantial glaze layer accumulates.

      The Weather Bureau uses the terms ice storm, freezing rain, or freezing drizzle to warn the public when a coating of ice is expected.

3. If school may be dismissed during potential blizzard conditions, transportation may require planning. The school bus should be equipped with two-way radio, blankets and food. Several buckets can serve as emergency toilet facilities. The first aid kit on the bus should be checked each month to see that contents are ready for use. A long rope or bail of heavy binder twine should be part of the bus equipment. Binder twine may be used to set up a route to a nearby shelter to help passengers follow each other and not become lost. A rope also could be used to tie a canvas or blanket over a broken window or meet other emergency conditions.

D. EARTHQUAKE

Of the great number of earthquakes which occur each year only a small percentage are stong enough to cause serious damage. Two-thirds of the earthquakes in the U.S. have occured on the Pacific Coast, but some have been recorded in the western interior including Montana. The duration of a quake is short, lasting only a few seconds or minutes. Earthquakes are unpredictable, largely because the ultimate causes of strong and destructive earthquakes, involving deep ruptures of the earth, have not been established.

Explore some of the following suggestions for your emergency earthquake plan.

1. Delegated staff members should take charge immediately and give instructions in a firm, calm voice to reassure the nervous, they can prevent possibility of hysteria or panic. Every attempt

should be made to prevent such conditions.

2. A supervised exit drill should be conducted either to safe areas within the building if in highly congested areas; or to the outside in safe locations away from affected buildings.

3. The custodian in charge should:

   a. Correct boiler room emergency, if any.

   b. Report to the principal (or person in charge) immediately after the shock.

   c. On his own, make a quick building inspection. (Check water, steam, electrical controls first etc.) and report to the principal. Call or send word to the district plant facilities for assistance if needed. The principal or secretary should be informed of any request.

   d. Be responsible to conduct the principal on a building inspection tour after the emergency is over.

4. Secretary should stand by her post:

   a. Handle or delegate assistance to school infirmary.

   b. Control use of telephone.

5. All teachers are responsible for the training and safety of their children.

   a. Keep your children in crouched or prone position in your rooms until you are notified otherwise.

   b. Use own judgement on when to countermand general building policy.

   c. Turn off room lights after first shock.

6. First Aid Team:

   a. Faculty members of the first aid team should report to the infirmary, once their responsibilities are turned over to a relief teacher, etc.

7. Some additional reminders in case of a noticeable earthquake:

   a. If indoors - remain indoors and take advantage of the safest available areas - under desks, tables, or benches, in doorways, in corridors or against interior walls. Stay

away from glass windows or under skylights.

b. If out-of-doors - move quickly away from buildings to areas completely in the clear of falling walls and overhead wires. If in highly congested areas, get inside of the nearest building and take advantage of the safest area.

c. If the distrubance is severe and causes plaster, bricks or other debris to fall, a quick reconnaissance should be made as soon as possible after the earthquake movements have subsided to determine safe routes or exit which do not present an added peril from falling or insecure material.

d. Under no circumstances should persons rush through or outside of the building, exposing themselves to falling debris, live wires, etc.

e. Experience has shown that the greatest point of danger is just outside of entrances and close to the sides of buildings.

f. If damage is severe make no attempt to re-enter buildings which have been damaged.

g. Where possible, check all utilities after an earthquake to ascertain if there are gas leaks, broken water pipes or shorted electric circuits. If dangerous conditions are encountered take steps to either control or shut off said utility.

E. NUCLEAR DISASTER

Man himself frequently is responsible for disaster through neglegence or by willful acts. Man-made disasters result in distruction of life and property. Such man-made disasters originate in both peaceful and military pursuits. Pupils in schools are exposed to potential hazards from influences outside of school jurisdiction, such as falling aircraft or increase of radioactive dust. You can give the students a much better chance of surviving from a nuclear attack if you will take time now to:

1. Understand the dangers.

2. Plan actions to take at time of attack. If it is needed it will be to late to prepare a plan.

3. Nuclear plans for warning, shelter and evacuation should be

coordinated with county community shelter and county civil defense director plans.

a. Nuclear Plan

1. Assign responsibilities.

2. Train personnel.

a. Shelter responsibilities if school has shelter.
b. Education responsibilities (curriculum).
c. Students (basic course in Civil Defense).

3. Have building surveyed (contact local Civil Defense director).

a. If the building meets government standards of protection factor of 40 or more and room for 50 or more people, the school administrators should:

(1) See that shelters are marked and stocked.
(2) Assign shelter responsibilities.
(a) Shelter manager
(b) Radiological monitor
(c) Medical personnel
(d) Others
(3) Assign shelter spaces.
(4) Hold drills.
(5) Consider additional supplies.
(6) Consider emergency power.
(7) Consider extra water supply.
(8) Post a shelter decal depicting shelter areas, warning signals and movement routes.

b. If the building does not meet government specifications the school administrators should:

(1) Consider renovating to meet government standards.
(2) Plan on evacuating students home or to community shelter.
(3) Set up an advisory committee to help develop and inform parents of these plans.
(4) Make certain all students have an emergency home to go to.
(5) See that all students within a certain (?) radius walk home.
(6) Inform parents, that due to traffic conditions, they would not be able to pick children up.
(7) Develop transportation plans which should include alternate drivers, routes and stops.

(9) Contact local authorities to help develop these emergency routes and be able to clear them.

(10) Develop communications system so you may contact your local Civil Defense director during emergencies.

F. RIOT

One thing stands out for schools that undergo riot planning and training---if it is needed, it will be too late to start. Everyone hopes such planning will not be necessary. However, planning now may prove valuable in the future. The following are concepts and activities the superintendent could consider for riot control.

1. Coordinate plans for all buildings with principals, local police, sheriff and/or highway patrol.

2. Law enforcement authorities are notified of massing of unrest students by the superintendent _____ (when massing is first noticed or at a predetermined stage) _____.

3. Isolation of an area in which the riot is taking place will be handled by _____ (manner and how accomplished) _____.

4. Immediate evacuation of the building in which riot is taking place will be accomplished by: _____

_____

_____

5. Others that may be appropriate for your district. There may be some consideration of the use of fire doors, automatic gates to localize riots, to turn off program bell and direction of students in classes.

G. BOMB THREAT WITHIN SCHOOL

Due to the nature of the catastrophe, large proportions of the buildings and their occupants could be endangered by a bomb threat. Warning of the threat may or may not occur. The concession or blast effect could produce casualties from flying glass, falling brick, fire and other structural materials. The following concepts and activities should be considered in planning for a bomb threat within the school building.

1. The school administrator will notify the police, sheriff, highway patrol or other proper authorities in the event of a bomb threat by: _____ (method and agency) _____

_____

2. The students will be notified and evacuated _____ (method and warning used)

3. A schematic drawing of each building will be provided by the superintendent and located at (predesignated) _____

4. A well-designed search procedure for each building will be available (a written plan placed in principals office)

5. News of the threat will be provided to the press, radio and/or television, students, and staff through (name of a single individual and alternate)

H. FIRE AND EXPLOSION

Fires and explosions are among the most frequent causes of disaster. There is no immunity to fires. However, they can be prevented. Schools are no exception. Montana school law porvides for each school to establish a fire or emergency evacuation plan and to hold regular drills to make this plan effective. This plan should be incorporated into your school disaster plan.

Remember the fire triangle - heat, air and fuel. Take any one away and the fire will go out. It is not the flame we fight in fire, but the burning object. Direct the fire extinguisher or water to the source of the fire. Eliminate the source and the flame has nothing on which to burn.

Be sure all staff members and students know and understand your plan.

V. INSTRUCTIONAL PROGRAM IN THE PUBLIC SCHOOLS

A. EDUCATION AND TRAINING

It is suggested that rather than develop a special civil defense and survival education course, it would be best to incorporate the basic information and concepts of the civil defense education into an established high school course.

Preparedness concepts should be introduced at lower levels of school to broaden and strengthen the concepts of survival. This could help reduce the period spent at the high school level to eight hours.

It would be adviseable for all faculty members to enroll in a "Personal and Family Survival" (PFS) course when it is offered in the community, or a class set up for staff members and other employees.

All staff members should be required to have disaster responsibilities, including planning, and to take the PFS course.

Some activities suggested for different grade levels are:

1. Primary and Intermediate Grades:

   The concepts of protection may be broadened through study of community workers and their role in community protection. Fear can be displaced with knowledge of what a disaster really means, and what to do to protect oneself. Learning to obey rules helps.

   Within such a framework teachers can begin to discuss in realistic terms the dangers of natural and man-made disaster. A creative teacher will be able to incorporate such instruction into subjects which lend themselves to this type of study. These include sciences, hygiene, safety and social studies.

2. Junior High School:

   Junior high school seems an appropriate level for teaching survival concepts. Students at this age are able, and often eager, to relate to the world about them, and appreciate dangers which might confront them.

   Basic subject areas particularly approprite for teaching preparedness concepts are social studies, science and physical education. Home economics lends itself to food utilization and decontamination aspects.

3. Juniors and Seniors:

   Students in their final two years are at a leadership development stage. It is at this stage in their educational development that students begin to be vitally concerned with the world. Their ambitions can be related to man's desire to survive and progress in an atomic age. One or more of the following concepts should be incorporated into almost any course offered in high school:

   a. The understanding of world issues in survival education.

   b. A scientific understanding of the dangers of war-time and natural disasters.

c. An understanding of the protective measures which have been developed to combat effects of disasters.

d. Development of the skills necessary for survival in emergency circumstances.

Most of the content for concepts previously mentioned is available through the Civil Defense Education Office related to the 12-hour course, "Personal and Family Survival."

Objective	Grade Level	Classroom Activities
1. An understanding of the skills necessary for living in emergency situations.	K-2	a. Teach children to know their names, addresses, parents' name, and why they must identify themselves in times of emergency. b. Teach children the necessity of following instructions during an emergency. c. Discuss the procedures developed by the school for fire, natural disasters and man-made disasters. d. Acquaint pupils with school emergency signals. e. Teach students games and other recreational activities which can be enjoyed in small areas with little confusion. f. Use Safety Patrol as an example of responsible authority which exists for the good of all.
	3-6	a. Acquaint students with school and community emergency signals. b. Give students an understanding of different types of fires and how they are extinguished. c. Introduce students to radiation from heat; common sources of thermal radiation. d. Help students develop the necessary skills to live without modern conveniences. e. Introduce students to the rules of first aid.

Objective	Grade Level	Classroom Activities
	7-9	a. Discuss the Civil Defense Disaster Plan for the community.
		b. Discuss civil defense preparation in the home.
		c. Introduce students to other sources of radiation.
	10-12	a. Train students for leadership in recreational activities with small children.
		b. Analyze the steps a family can take to prepare for disaster.
		c. Develop menus which could be used during disasters. Bring nutrition and health into the study.
		d. Discuss the psychology of panic and how it affects people during a disaster.
2. A better understanding of the hazards we face in times of natural and man-made disasters.	K-2	a. Help students understand the meaning of disasters.
	3-6	a. Analyze disasters which have been faced by the students and their community or neighboring communities.
		b. Acquaint students with the origin of disasters and their effects on people and other resources.
		c. Introduce students to man-made and natural disasters.
	7-9	a. Make a survey of the community, locating resources available for potential hazards.

Objective	Grade Level	Classroom Activities
		b. Make a large map of the community, indicating the essential centers in community life.
		c. Study the growth of local industries and the dangers they face in disasters.
		d. Acquaint students with the principles of atomic energy and the effects of nuclear weapons.
		e. Prepare maps of the State, indicating target areas and their resources.
		f. Explore the development of aircraft, missiles, and atomic-powered vehicles during the past years.
		g. Analyze the effects of the loss of power or water to the community.
		h. Construct graphs of thermo-nuclear explosion damage zones.
		i. Study the effects of radioactive material on the human body.
	10-12	a. Develop projects dealing with fires, floods, hurricanes, tornadoes, explosions and epidemics.
		b. Study the needs of the human body and how they can be satisfied during a disaster.
		c. Make a study of the resources of our country and how they can be depleted by the actions of man.

Objective	Grade Level	Classroom Activities
		d. Study atomic energy showing its wartime and peacetime uses.
		e. Secure radiological monitoring instruments and demonstrate their use in recording radiation.
		f. Study the effects on the community when its resources are cut off.
		g. Study the weather and climate conditions facing the western part of the United States.
		h. Study the causes of natural disasters and their effects on our resources.
		i. Indicate the reasons why the larger cities in the State are considered critical target areas.
		j. Report on past experiments and tests associated with atom and hydrogen bombs.
3. A better understanding of the protective measures which have been developed for dealing with disasters.	K-2	a. Acquaint students with civil defense signals as well as other emergency warnings.
		b. Introduce students to policemen, firemen, civil defense and Red Cross workers.
		c. Make frequent use of fire drills with pupil participation in leadership.
		d. Learn what to do to protect eyes, ears, face, from bomb blasts.

Objective	Grade Level	Classroom Activities
	3-6	a. Study the functions of government during a disaster, e.g., civil defense functions of police, firemen, health officers, etc.
		b. Acquaint students with protective equipment developed for emergency purposes -- fire extinguishers, first aid kits, rescue equipment, devices for detecting radiation.
		c. Teach children to appreciate the advantages of shelter and evacuation during emergencies.
		d. Make a study of the disaster agencies of the community.
		e. Acquaint students with the disaster plans of the school.
		f. Learn precautions that can reduce fires due to bomb blasts.
		g. Discuss and make a survival kit.
	7-9	a. Acquaint students with emergency equipment used by civil defense organizations.
		b. Acquaint students with the disaster plans of the school and community.
		c. Prepare maps showing community shelters, schools, hospitals, municipal buildings, civil defense stations, water resources and roads.
		d. Know what tests to apply before using water or food after an air attack.

Objective	Grade Level	Classroom Activities
	10-12	a. Investigate the radar systems being developed in North America.
		b. Analyze plans of the State Civil Defense Agency.
		c. Analyze the protection plans of the school and develop an information procedure for other students.
		d. Analyze the civil defense plans developed for the community and discuss the problems being faced.
		e. Study the functions of local, state and federal governments in civil defense planning.
		f. Prepare a community booklet to give families a resource for emergency preparation and action.
4. A more complete recognition of the individual's relationship to defense against disaster.	K-2	a. Help children to understand how their parents and neighbors bear major civil defense responsibilities.
		b. Discover and understand responsibilities which can be assumed by children of this age.
		c. Talk about relatives and friends who are in the service, going into service, or have been in the service.
	3-6	a. Have children check the fire hazards in their communities.
		b. Discuss the responsibility of young children in a disaster.
		c. Study the defense activities of the pioneer and how we face similar problems today.

Objective	Grade Level	Classroom Activities
		d. Use children as leaders in fire drills.
	7-9	a. Make a study of the individual responsibility within the family in preparation for disaster.
		b. Discuss reasons for rationing of food, clothing and petroleum products under emergency conditions.
	10-12	a. Discuss the feelings of people toward civil defense.
		b. Explore the responsibilities which can be shouldered by youth during an emergency.
		c. Study the action of people during a disaster.
		d. Develop a model family plan for emergency.
		e. Study the effects of wartime disaster on other peoples of the world.
		f. Practice various activities of the school survival plan to attain skill and confidence in execution.
5. An understanding of world issues and technological developments as they influence disaster defense planning.	K-2	a. Help youngsters to understand the effect new inventions have had on our way of life (cars kill people, planes bring us closer together, etc.)
		b. Study the interdependence of people and other nations as close neighbors.
		c. Help children understand need for alert thinking and acting.

Objective	Grade Level	Classroom Activities
	3-6	a. Discuss examples of friendliness and the need for this quality in associations with other people and nations.
	7-9	a. Study the air routes to Europe, Asia, and Latin America.
		b. Prepare a display of our means of transportation.
		c. Analyze the problems faced by local people as a result of world issues.
		d. Analyze the causes of death and injury in our State and Nation.
	10-12	a. Discuss the present world situation and the policies being followed by our government.
		b. Study the civil liberties and basic tenets of our government in relation to other nations.
		c. Show through a study of world history the rise and decline of earlier civilizations through wartime activity.
		d. Study the problems of civilian protection faced by other nations and earlier civilizations.
		e. Develop an understanding of the cultural patterns of other nations of the world.
		f. Study the geography of the world and its effects on people and world issues.
		g. Analyze the materials used in a community which are secured from other parts of the world.

Objective	Grade Level	Classroom Activities
		h. Identify the forces working for and against world peace both within the nation and in the world at large.
		i. Develop understanding of fact that war is by no means the only source of disasters for which we prepare.
		j. Compare technological development of our country with our social and political development.

VI. ADMINISTRATION AND TEACHER TRAINING

A. Training needs of teachers.

1. Primary, Intermediate, Junior High, and Senior High.

a. Personal and Family Survival course.

b. Elementary safety course in college.

c. First Aid and/or Medical Self-Help.

2. Special assigned teachers.

a. Special assigned teachers.

(1) Civil Defense Education course.
(2) Shelter Manager course.

b. Radiological monitors.

(1) Personal and Family Survival course.
(2) Radiological Monitors course.

c. Civil Defense Coordinator.

(1) Personal and Family Survival course.
(2) Radiological Monitor Instructor or Radiological Monitors course.
(3) Shelter Manager Instructor or Shelter Manager course.
(4) Radiological Defense Officer course.
(5) Business, Industry and Government conferences.

3. Administrators.

a. Any or all of the courses listed above.

b. Seminars on Civil Defense.

c. Business, Industry, and Government conferences.

VII. TESTING THE PLAN

The most important criterion for judging the effectiveness of a school disaster plan is: Will the plan work? The plan should be tested under the varying conditions of any emergency that is likely to occur in the community. Since time is of essence in disasters, especially radioactive fallout, particular attention should be given to success of dispersal plans in regard to time it took students to reach their homes, neighbor's homes or school shelters.

VIII. APPROVING THE PLAN IN ITS FINAL FORM BY THE BOARD OF EDUCATION

Its approval should be recorded in the board of education minutes.

IX. PUBLICIZING THE PLAN

The plan should be published, distributed and discussed with the school staff, pupils and parents, and their support enlisted.

Classroom instruction sessions should be held and the students instructed in their duties and actions in an emergency situation. Staff meetings should be held and the staff members should be given similar instruction.

Parents can be given the information needed by sending material home with children, report card enclosures, discussions at parent-teacher meetings, school and local newspaper articles and radio and television broadcasts.

X. REVIEWING THE PLAN

The entire school disaster plan should be reviewed regularly for improvements. A detailed review should be made once each year and should involve all persons who will participate in the emergency operations.

MASTER PLAN FOR EMERGENCY ACTION BEFORE,
DURING AND AFTER A NUCLEAR OR NATURAL DISASTER

FOR _____ SCHOOL DISTRICT, _____,

_____, Montana

RESOLUTION

Whereas: It is the responsibility of schools to provide information and training for the adults and students of the community which are in accord with the latest technical information and policy decisions provided by the office of Civil Defense, and

Whereas: It is the responsibility of schools to provide adequate training in selfprotection and survival techniques for pupils enrolled in school, and

Whereas: It is the responsibility of schools to cooperate with the local government in developing and carrying out a local civil defense disaster plan, and

Whereas: It is the responsibility of the school to develop a school disaster plan that will provide as much protection as possible for the children at school and on their way to and from school,

Therefore: Be it Resolved, By the Board of Education of the _____ School District No. _____, _____, Montana That the Local School Superintendent be explicitly assigned the responsibility of developing a school program for school emergencies and to coordinate its various aspects.

Date _____

Signed _____, School Board Chairman

Signed _____, School Board Clerk

NOTE: Many of the actions in the school disaster plan have already been thought out in preparation for fires, etc. What is now needed is to consolidate these plans and actions into an overall disaster plan. It is absolutely necessary that these plans be coordinated with local disaster plans and community shelter plan, (CSP), so that there will be complete understanding between the school and community as to what is planned.

I. WARNING SYSTEM

It is of the utmost importance that adquate warning be given to all students and school personnel so that proper protective actions may be taken. In some cases only a few seconds warning may be given (tornado, fire). In other cases from minutes to hours warning may be given (example: If a nuclear attack should hit a city that is several hundred miles away-you could have from 15 minutes to several hours to take action).

It is also most important that a method of warning be perfected that can alert all of the schools at the same time. It is also imperative that each school have a method of quickly informing the teachers and students of what actions to take.

A. The superintendents office or school civil defense coordinators office will receive the disaster warning message from (local civil defense, local radio station, local sheriff or police chief's office) _____ _____.

B. The superintendent or school civil defense coordinator will notify each school in the district by (telephone, special interschool telephone or runner) _____.

C. The classroom teachers, students and other school personnel will be notified by (bullhorn or air horn, bell signal, by voice or public address system) _____.

D. The different signals for various emergencies are: (the same signal may be used for different types of emergencies, i.e. flood - riot - nuclear disaster, but identify each).

1. Tornado _____
2. Flood _____
3. Snow or Blizzard _____
4. Earthquake _____
5. Nuclear Disaster _____
6. Riot _____
7. Bomb threat within school _____
8. Fire _____
9. Other _____

II. DISPERSAL OF STUDENTS AND OTHER PERSONNEL

In some cases it might be best to keep all students at school until a better place can be found for them. This will differ by communities. Cities will have problems that rural areas will not have, and vice versa. In cities the problem of traffic jams will prevent parents from going to the schools for their children. School busses may also be unable to travel streets and roads because of tie-ups. In cases where there may be only minutes warning all students would probably be kept at school. In other cases it is a possibility that those students who live close to school could be sent home on foot (if a home fallout shelter or other community shelter were close by). The students who are transported in the above instance would have to be protected by the school fallout shelter for as much as two days to two weeks depending upon the severity of the radiation. This would involve feeding, bedding, recreation, water, hygiene, etc.

A. Under the following conditions all students will be kept at school

_____

_____

1. The routes to the school shelter areas have been determined and the shelters are in the following locations:

   a. _____

   b. _____

   c. _____

   d. _____

2. The students and staff assigned to shelter spaces may have to be separated by age, sex, emergency assignments, etc. If a prolonged stay is involved, such problems as common sanitary facilities, dressing areas, etc. will need to be planned for, therefore, necessitating assigned areas.

   Assignments have been made for all persons to shelter areas and are as follows:

   a. Age or Grade _____

   b. Sex _____

   c. Those assigned emergency duties _____

   d. Faculty _____

e. Other _____

B. Under the following conditions all students will be sent home or to a neighbor's home: (Those who live close to school, have a shelter in the home, or live close to a community shelter)

_____

_____

1. Emergency routes to home have been identified and are as follows: (Emergency routes, especially for smaller children, need to be worked out. Maps should be distributed showing the routes. Parents need to help plan the routes so that they will know in which direction and under what emergency conditions their children will be sent home. In some cases where both parents are employed at a location some distance away from home or school, an alternate route to an alternate home or other facility will be needed. A questionnaire to parents asking them where they would prefer their children to be sent in case of emergency could be completed periodically.

   a. _____

   b. _____

   c. _____

   (attach maps or additional sheets if needed)

2. The list of pupils who will be transported has been determined and is attached.

3. The following bus routes will operate: (Only definitely safe bus routes should operate, such as, those straight from school to the country. Busses should not cause traffic problems (check with local disaster evacuation plans). If students cannot be transported within a reasonable time it would be better to keep them in shelter until radiation decreases.

   a. _____

   b. _____

   c. _____

   (add lists or maps if necessary)

C. Under the following conditions some pupils will be sent home or to a neighbor's home and some pupils kept at school: (If several hours warning is given, a home shelter is within reach, or a community shelter is near.) (Parents should be asked what to do if they are not

at home and a disaster hits - where should the children go?)

_____

_____

_____

1. Those who are sent home or to a neighbor's home will be transported in the following manner: (Several conditions will govern these decisions: size of city, size of children - some can walk a considerable distance in ½ hour - smaller children, in a state of confusion should not be permitted to start home)

   a. Bus (explain) _____

   _____

   b. By foot (explain) _____

   _____

   c. Private transportation (under what conditions) _____

   _____

III. LOCATION OF SHELTER AREA

A. Shelter areas are located in the following places for the following possible emergencies: (Plans need to be made as to what actions should be taken in different emergencies by both staff and students. Fire evacuation areas and routes to these areas should be planned so as to avoid dangerous areas, not interfere with firemen, etc.

   In case of nuclear disaster appropriate action must be taken so as to locate students and personnel in the safest place available.

   1. Tornado _____
   2. Flood _____
   3. Snow or Blizzard _____
   4. Earthquake _____
   5. Nuclear Disaster _____
   6. Riot _____
   7. Bomb threat within school _____
   8. Fire _____
   9. Other _____

IV. EMERGENCY ACTION PREPARATIONS

(Preparations should be made so that supplies are obtained and stored to be accessible to those needing them at the proper time. Example: Enough water should be on hand for drinking purposes if the local water supply should be contaminated. Other items, such as, food, radiation meters (for reading radiation levels in other areas of buildings to determine if work parties could go after more supplies), first aid supplies, and sanitation facilities are necessary for the well being of those being sheltered. Sanitation will be a major problem in those areas where water mains are broken and personnel are in a prolonged shelter stay).

A. Water (Where? How much?) _____

_____

B. Food (Where? How much?) _____

_____

C. First Aid _____

D. Radiation Meters (Where stored? Who is to operate them?) _____

_____

E. Sanitation kits in shelter supplies, other provisions for emergency sanitation) _____

_____

F. Ventilation (emergency ventilation kits, stand-by electrical power, etc.) _____

_____

V. EMERGENCY EDUCATION PROGRAM

Training of faculty, staff, and students is extremely important in order to insure maximum cooperation in cases of emergency. Some training has already been given in most schools (fire drills, first aid courses, etc.), but further training needs to be accomplished by all school personnel (including students) to react to each particular type of disaster. Administrators, faculty, and staff need to be fully trained in order to lead others in the procedures necessary to survive disasters. Students need training so that they will be able to cooperate with sometimes confusing and difficult measures that become necessary during disasters.

School nurses will need different types of training than school custodians; likewise, custodians will need different training than administrators or teachers. All persons need basic disaster training as a prerequisite to specialized training.

The following training courses are available at no charge to the school from the following sources:

Course	Contact
Personal and Family Survival Radiological Monitoring	Coordinator, Civil Defense Education Cooperative Extension Service Montana State University Bozeman, Montana
Shelter Management Training Shelter Management Instructor Radiological Monitoring Instructor	Civil Defense University Education Program Department of Continuing Education Montana State University Bozeman, Montana
Medical Self Help	U. S. Public Health Service Montana State Board of Health Helena, Montana
Rescue Firefighting	Training Officer, State Civil Defense State Arsenal Building, Box 1157 Helena, Montana

SAMPLE QUESTIONNAIRE TO DETERMINE IF PARENTS
DESIRE THEIR CHILDREN KEPT AT SCHOOL

Dear Parent:

Please complete and return this questionnaire at your earliest convenience. The information is needed to determine whether your child should be sent home, to a neighbor's home, or remain in the custody of the school in event of a natural disaster or thermonuclear explosion.

Your child will be sent home only if warning is received in time to permit him to reach home before being exposed to danger.

Very truly yours,

Superintendent of Schools

QUESTIONAIRE

Child's Name _____

Child's Address _____

Child's Telephone _____

In event of danger from a natural or nuclear disaster, I desire my child (check one of the following):

A. Be sent home

B. Be sent to a neighbor's home

C. Remain in custody of the school faculty

If "B" is checked above, give the following information:

Neighbor's Name _____

Neighbor's Address _____

Neighbor's Telephone _____

_____
Signature of Parent or Guardian

SAMPLE LETTER TO PARENTS OF CHILDREN KEPT AT SCHOOL

Dear Parent:

You indicated on the questionnaire you recently completed and returned to the school that you desire your child to remain in the custody of the school faculty in event of danger from a nuclear or natural disaster.

The custody of your child will remain with the school faculty as long as he is at school. Your child will be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter. Your child will not be permitted to come home until the fallout radiation level is safe for him to do so or the danger from a thermonuclear explosion is no longer present.

Do not hesitate to advise us if you have any questions concerning the plan.

Very truly yours,

Superintendent of Schools

SAMPLE LETTER TO PARENTS OF CHILDREN SENT HOME

Dear Parent:

You indicated on the letter you recently completed and returned to the school that you desire your child be sent home in event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent home only if warning is received in time for him to arrive there before being exposed to danger.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He would be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter. Your child will not be permitted to come home until the fallout radiation level is safe for him to do so or the danger from a thermonuclear explosion is no longer present.

Do not hesitate to advise us if you have questions concerning the plan.

Very truly yours,

Superintendent of Schools

SAMPLE LETTER TO PARENTS OF CHILDREN SENT TO NEIGHBOR'S HOME

Dear Parent:

You indicated on the questionnaire you recently completed and returned to this school that you desire your child be sent to your neighbor's home in event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent to your neighbor's home only if warning is received in time for him to arrive there before being exposed to danger.

It is very important that your child be aware of this arrangement and that your neighbor has agreed to assume the responsibility.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He would be under the care of the Shelter Manager during the time, if any, that he is in a public fallout shelter. Your child would not be permitted to come home until the danger from a thermonuclear explosion is no longer present.

Do not hesitate to advise us if you have questions concerning the plan.

Very truly yours,

Superintendent of Schools

CHECKLIST FOR SCHOOL ADMINISTRATOR

The following checklist is designed primarily to help you reveal gaps as your school disaster plan is in progress.

		Yes
1.	Obtain a resolution from the local board of education.	___
2.	Appoint a school disaster plan coordinator for each school.	___
3.	Establish an advisory committee.	___
4.	Correlate plan progress with local civil defense plan.	___
5.	Compile information for plan into a written document.	___
6.	Review plan with local officials (civil defense, police, others).	___
7.	Obtain legal advice of school property in the event of disaster.	___
8.	Present to Board of Education for approval.	___
9.	Notify parents of plan.	___
10.	Post directional signs to shelter areas.	___
11.	Have drill which is outlined in school disaster plan.	___
	a. Evacuation of all persons according to plan.	___
	b. Drill to occupy shelter area.	___
	c. Evaluate drills for efficiency.	___
12.	Evaluate warning system when used in drills.	___
13.	Teacher training in civil defense class.	___
14.	Integrate training into curriculum.	___
15.	Provide Radiological training for Radiation Detection staff.	___

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Torlief S. Aasheim, Director of Extension Service, Montana State University, Bozeman, Montana.